

# HAWTHORNE SCHOOL



## 2004-05 Annual School Accountability Report Card

A Report of 2004-05 Activity Published in November 2006

### Hawthorne School

Grades K-8  
Nancy Lynch, Ed.D., Principal  
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(310) 229-3675

### Board of Education

Barry Brucker  
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Myra B. Lurie  
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Alissa Roston  
Michael Ma (student)

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Superintendent

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Assistant Superintendent  
Human Resources

Gary Mortimer  
Assistant Superintendent  
Business Services

Susan Liberati, Ed.D.  
Assistant Superintendent  
Educational Services

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*The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials and school facilities information was acquired in November 2006.*

### PRINCIPAL'S MESSAGE

The Hawthorne staff welcomes you! Here at Hawthorne School, we are committed to providing a physically and emotionally safe atmosphere that promotes learning and challenges the mind. Our environment promotes respect for the diversity of our student body and compassion for every one of our students. Our programs are designed to foster maximum growth and achievement for each child.

We recognize today's society as politically and economically multicultural and global, and emphasize the use of technology to support and enhance classroom instruction. Our teachers celebrate the rich cultural diversity of our student population, while acknowledging that all students learn differently. Therefore, our teachers differentiate their instruction to meet the needs of all our students.

In this report card, we present our progress in fulfilling our responsibility to provide a stimulating, standards-based program in a safe and secure setting. Information about the quality of our instructional program and teaching staff demonstrates our ability to prepare your children for future success.

If you have any questions about the information in this report or would like to share your ideas or concerns, please feel free to contact me.

### DISTRICT & SCHOOL PROFILE

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica Mountains and next door to West Hollywood and Century City. More than 5,200 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

Hawthorne School is located in the northwest region of the district's boundaries and considered a neighborhood school. During the 2004-05 school year, Hawthorne School served 707 students in grades K-8. Student enrollment included 17% receiving special education services, 5% qualifying for English Language Learner support, and 6.5% qualifying for free or reduced-price lunch. The curricular program for K-5 students is provided in a self-contained classroom enriched with art, music, physical education, and technology instruction. Middle school students (grades 6-8) are in a "school within a school" setting, receiving instruction in a homeroom and rotating between classes for individual subject area lessons.

Hawthorne School is a California Distinguished School and recognized for its continued efforts in exceeding state and federal expectations. The Hawthorne School community takes great pride in its high standards of scholarship and citizenship. Teachers, parents, and students are dedicated to one another and work cooperatively.



### DISTRICT MISSION

The mission of the Beverly Hills Unified School District, the heart of our city's pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and joy of learning.

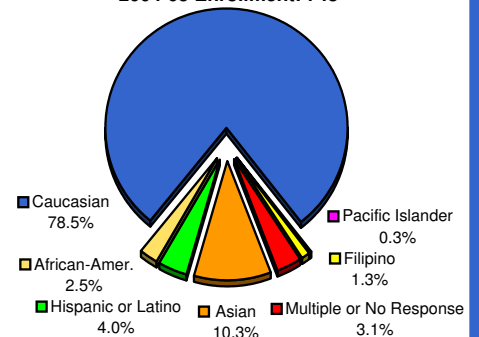
### SCHOOL MISSION

The mission of Hawthorne School is to provide a nurturing atmosphere of acceptance, mutual trust and respect, which meets the diverse needs of our students. The entire school community strives for all children to realize their maximum academic and social potential through shared learning with teachers, parents, and staff, and are challenged to meet or exceed standards. They are given the skills and knowledge to both excite their imagination and to inspire lives of continuous learning. Students learn to assimilate the positive values of a democratic society.

### PARENT INVOLVEMENT

Parents are encouraged to get involved in Hawthorne School's learning community by volunteering their time, attending school events, or sharing in the decision-making process.

Percentage of Students by Ethnicity  
2004-05 Enrollment: 748



Parents may volunteer their assistance in the classroom, and library. Back to School Night, Open House, student performances, family nights, fundraisers, and Pajama-rama provide opportunities for parents to interact with school staff while supporting their child's efforts. The School Site Council, Parent Teacher Association, and Friends of Hawthorne provide opportunities for parents to have input on curricular programs and financial planning. Parents seeking more information about becoming an active member in the school community may contact the school office, their child's teacher, the PTA president, or school administrators at (310) 229-3675.

School-to-home communication takes place in a variety of formats. The "Wednesday Packet" is distributed weekly and includes a weekly bulletin, PTA newsletter, and other important information about school activities, special announcements, and a calendar of events. Parent may access Hawthorne School's website at [www.beverlyhills.k12.ca.us](http://www.beverlyhills.k12.ca.us); general information about the school, staff, activities, homework, and school news is updated weekly. Many teachers post class and homework assignments on the school's website. Parents can sign up at the website to be on the Principal's News List and receive announcements and the weekly school bulletin via e-mail. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home.

## STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress collectively as a school and individually, Hawthorne School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of Hawthorne School's instructional programs. These assessments include teacher tests, classroom observation, report card grades, and results of standardized tests.

## ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2004-05 AYP cycle, elementary and middle schools must achieve a 24.4% or higher proficiency rate in English/language arts and 26.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

## CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve

| Overall School Results          | Adequate Yearly Progress (AYP) |       |       |       |       |       |
|---------------------------------|--------------------------------|-------|-------|-------|-------|-------|
|                                 | Hawthorne                      |       |       | BHUSD |       |       |
|                                 | 02-03                          | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 |
|                                 | Yes                            | Yes   | Yes   | Yes   | Yes   | Yes   |
| Subgroup Results                | Subgroup Results               |       |       |       |       |       |
|                                 | Hawthorne                      |       |       | BHUSD |       |       |
|                                 | 02-03                          | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 |
| All Students                    | Yes                            | Yes   | Yes   | Yes   | Yes   | Yes   |
| African-Amer.                   | N/A                            | N/A   | N/A   | Yes   | Yes   | Yes   |
| Amer. Indian or Alaskan Native  | N/A                            | N/A   | N/A   | N/A   | N/A   | N/A   |
| Asian                           | N/A                            | N/A   | N/A   | Yes   | Yes   | Yes   |
| Filipino                        | N/A                            | N/A   | N/A   | N/A   | N/A   | N/A   |
| Hispanic or Latino              | N/A                            | N/A   | N/A   | Yes   | Yes   | Yes   |
| Pacific Islander                | N/A                            | N/A   | N/A   | N/A   | N/A   | N/A   |
| Caucasian                       | Yes                            | Yes   | Yes   | Yes   | Yes   | Yes   |
| Socioeconomically Disadvantaged | N/A                            | N/A   | N/A   | Yes   | Yes   | Yes   |
| English Learners                | N/A                            | N/A   | N/A   | Yes   | Yes   | Yes   |
| Special Education               | Yes                            | Yes   | Yes   | Yes   | Yes   | Yes   |

*Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.*

| Overall School Results | CAT/6 Test Results  |       |       |       |       |       |            |       |       |
|------------------------|---|-------|-------|-------|-------|-------|------------|-------|-------|
|                        | All Students  |       |       |       |       |       |            |       |       |
|                        | Percentage of Students Scoring At or Above Average (50th Percentile Rank) |       |       |       |       |       |            |       |       |
|                        | Results for third and seventh grade students only*                        |       |       |       |       |       |            |       |       |
|                        | Hawthorne   |       |       | BHUSD |       |       | California |       |       |
|                        | 02-03   | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 | 02-03      | 03-04 | 04-05 |
| Reading                | 64  | 64    | 62    | 71    | 71    | 64    | 43         | 43    | 41    |
| Math                   | 77  | 80    | 78    | 79    | 81    | 78    | 50         | 51    | 52    |

*\*Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.*

| Overall School Results | CAT/6 Test Results  |                                |       |          |                    |                  |           |       |
|------------------------|---|--------------------------------|-------|----------|--------------------|------------------|-----------|-------|
|                        | Numerically Significant Ethnic Subgroups                                  |                                |       |          |                    |                  |           |       |
|                        | Percentage of Students Scoring At or Above Average (50th Percentile Rank) |                                |       |          |                    |                  |           |       |
|                        | 2004-05   |                                |       |          |                    |                  |           |       |
|                        | Results for third and seventh grade students only                         |                                |       |          |                    |                  |           |       |
|                        | Hawthorne   |                                |       |          |                    |                  |           |       |
|                        | African-Amer.   | Amer. Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian |       |
| Reading                | *   |                                | 57    | *        | 64                 | *                |           | 63.00 |
| Math                   | *   |                                | 90    | *        | 82                 | *                |           | 77.00 |

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

| Overall School Results | CAT/6 Test Results  |        |                  |                            |                            |                   |  |
|------------------------|---|--------|------------------|----------------------------|----------------------------|-------------------|--|
|                        | Other Numerically Significant Subgroups                                   |        |                  |                            |                            |                   |  |
|                        | Percentage of Students Scoring At or Above Average (50th Percentile Rank) |        |                  |                            |                            |                   |  |
|                        | 2004-05   |        |                  |                            |                            |                   |  |
|                        | Results for third and seventh grade students only                         |        |                  |                            |                            |                   |  |
|                        | Hawthorne   |        |                  |                            |                            |                   |  |
|                        | Male  | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education |  |
| Reading                | 56  | 68     | *                | 53                         | 31                         |                   |  |
| Math                   | 82  | 73     | *                | 60                         | 42                         |                   |  |

| Subject Area and Grades Tested  | California Standards Test Results                              |       |       |       |       |       |            |       |       |
|---------------------------------|--|-------|-------|-------|-------|-------|------------|-------|-------|
|                                 | All Students   |       |       |       |       |       |            |       |       |
|                                 | Percentage of Students Scoring at Proficient & Advanced Levels |       |       |       |       |       |            |       |       |
|                                 | Hawthorne  |       |       | BHUSD |       |       | California |       |       |
|                                 | 02-03  | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 | 02-03      | 03-04 | 04-05 |
| English-Language Arts - gr. 2-8 | 61   | 68    | 72    | 66    | 70    | 72    | 35         | 36    | 40    |
| Math - gr. 2-8                  | 67   | 71    | 75    | 66    | 67    | 69    | 35         | 34    | 38    |
| Science - gr. 5                 |  | 44    | 55    | 63    | 58    | 61    | 27         | 25    | 27    |
| History - gr. 8                 | 65   | 72    | 76    | 60    | 64    | 64    | 28         | 29    | 32    |

*Only grades 5, 9, 10, and 11 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.*

**California Standards Test Results**  
**Numerically Significant Ethnic Subgroups**  
**Percentage of Students Scoring at Proficient & Advanced Levels**  
**2004-05**

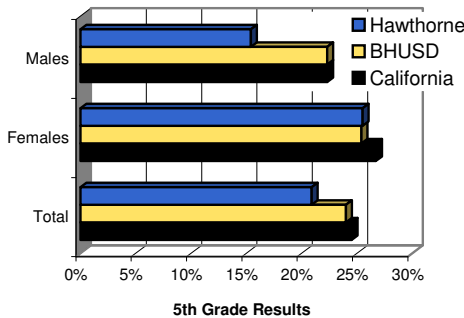
| Subject Area and Grades Tested  | Hawthorne         |                                      |       |          |                       |                     |           |
|---------------------------------|-------------------|--------------------------------------|-------|----------|-----------------------|---------------------|-----------|
|                                 | African-<br>Amer. | Amer. Indian<br>or Alaskan<br>Native | Asian | Filipino | Hispanic<br>or Latino | Pacific<br>Islander | Caucasian |
| English-Language Arts - gr. 2-8 | 59                |                                      | 75    | *        | 59                    | *                   | 72        |
| Math - gr. 2-8                  | 59                |                                      | 90    | *        | 59                    | *                   | 75        |
| Science - gr. 5                 | *                 |                                      | *     | *        | *                     |                     | 58        |
| History - gr. 8                 | *                 |                                      | 82    | *        | *                     |                     | 74        |

\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.  
 In cases where a % is not provided, no students were tested in the subgroup or subject area.

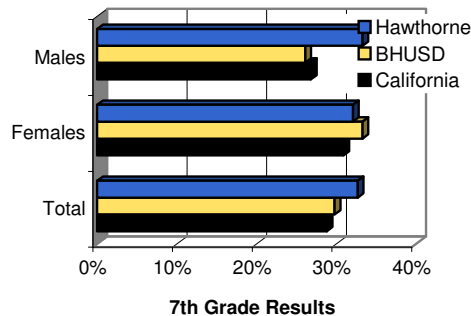
**California Standards Test Results**  
**Other Numerically Significant Subgroups**  
**Percentage of Students Scoring at Proficient & Advanced Levels**  
**2004-05**

| Subject Area and Grades Tested  | Hawthorne |        |                     |                               |                               |                      |
|---------------------------------|-----------|--------|---------------------|-------------------------------|-------------------------------|----------------------|
|                                 | Male      | Female | English<br>Learners | Economically<br>Disadvantaged | Students with<br>Disabilities | Migrant<br>Education |
| English-Language Arts - gr. 2-8 | 66        | 77     | 28                  | 65                            | 39                            |                      |
| Math - gr. 2-8                  | 76        | 75     | 80                  | 56                            | 43                            |                      |
| Science - gr. 5                 | 55        | 54     | *                   | *                             | 25                            |                      |
| History - gr. 8                 | 69        | 81     | *                   | *                             | 47                            |                      |

**Physical Fitness Test Results**  
**Percentage of Students in "Healthy Fitness Zone"**  
**2004-05**



**Physical Fitness Test Results**  
**Percentage of Students in "Healthy Fitness Zone"**  
**2004-05**



**Academic Performance Index (API)**

| API Base             |      |      | API Growth           |                      |                      |
|----------------------|------|------|----------------------|----------------------|----------------------|
| 2002                 | 2003 | 2004 | From 2002<br>to 2003 | From 2003<br>to 2004 | From 2004<br>to 2005 |
| Percent Tested       | 100  | 100  | 100                  | 100                  | 99                   |
| API Base Score       | 830  | 845  | 844                  | 862                  | 877                  |
| Growth Target        | *    | *    | 14                   | 17                   | 16                   |
| Statewide Rank       | 9    | 9    |                      |                      |                      |
| Similar Schools Rank | 3    | 2    |                      |                      |                      |

**API Significant Subgroup Results**

| API Base         |      |      | API Growth           |                      |                      |
|------------------|------|------|----------------------|----------------------|----------------------|
| 2002             | 2003 | 2004 | From 2002<br>to 2003 | From 2003<br>to 2004 | From 2004<br>to 2005 |
| <b>Caucasian</b> |      |      |                      |                      |                      |
| API Base Score   | 837  | 853  | 852                  | 866                  | 877                  |
| Growth Target    | *    | *    | 15                   | 13                   | 13                   |

\*The school scored at or above the statewide performance target of 800.

whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

**STANDARDIZED STATE ASSESSMENTS**

Students at Hawthorne School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

**CAT/6**

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

**CALIFORNIA STANDARDS TESTS (CST)**

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of Hawthorne School students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

**PHYSICAL FITNESS**

In the spring of each year, Hawthorne School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

**ACADEMIC PERFORMANCE INDEX**

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the

California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests (CAT-6 and CST, located on pages two and three of this report). Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Hawthorne School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

### No CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2004-05, Hawthorne School did not participate in Title I and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. More information about Title I and Program Improvement can be located on the CDE's website <http://www.cde.ca.gov/ta/ac/ay/>.

### Title I Program Improvement (PI) Status

**Hawthorne BHUSD**

| PI Status                                      | Not in PI | Not in PI |
|--|-----------|-----------|
| First Year of PI Implementation                | N/A       | N/A       |
| Year in PI                                     | N/A       | N/A       |
| Year Exited PI                                 | N/A       | N/A       |
| No. of Schools Currently in PI                 |           | 0         |
| Percent of Schools Currently Identified for PI |           | 0.0       |

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Hawthorne School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1914; since that time, new structures have been added and old buildings replaced. Original buildings are still in place; upgrades to the auditorium, cafeteria, north wing, library wing, and Primary Learning Center have been completed throughout the years. In 1999, the campus underwent major

remodeling and renovation of lighting systems, public announcement system, communications equipment, heating/air conditioning systems; new science labs were created and an audio/visual system was installed in the auditorium. During fall of 2005, playground areas and equipment were upgraded and all interior/exterior lighting fixtures were retrofitted to maximize energy efficiency. Presently, over five million dollars of Measure K funds have been allocated for a additional modernization and upgrades to facilities and operating systems; the completion date for the modernization project has not been scheduled.

### Campus Description

|                              |                |
|------------------------------|----------------|
| Year Built                   | 1914           |
| Acreage                      | 6.04 ac        |
| Square Footage               | 59,187 sq. ft. |
| Total Number of Buildings    | 9              |
|                              | <b>Qty.</b>    |
| # of Permanent Classrooms    | 40             |
| # of Portable Classrooms     | 0              |
| # of Restrooms (student use) | 7 sets         |
| Library                      | 1              |
| Computer Lab                 | 2              |
| Staff Lounge                 | 1              |
| Teacher Work Room            | 1              |
| Multipurpose Room            | 1              |
| Auditorium                   | 1              |

### SUPERVISION & SAFETY

The Beverly Hills Police Department provides one police officer for traffic control in the morning and after school. Three crossing guards are on duty as students travel to and from school. One school resource officer is on campus four days a week to help with supervision and minor discipline issues. Playground aides monitor K-5 playground areas before school and during recesses. When students are dismissed at the end of the day, playground aides and the school resource officer ensure students depart in a safe and orderly manner. The principal, custodian, school office, and school resource officer carry hand-held radios to facilitate routine and emergency communications concerning student safety.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival.

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Hawthorne School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's site safety plan was most recently reviewed in January 2006, updated in August 2006, and shared with school staff in June and August 2006.

### FACILITIES MAINTENANCE

School custodial staff and the district's maintenance and operations department (M&O) work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Monthly M&O meetings facilitate discussions concerning safety issues, maintenance needs, cleaning practices, and training. Custodians are required to comply with Beverly Hills Unified School District's approved cleaning standards and policies outlined in the custodial handbook. Parents who wish to review

the district's policies may contact the Maintenance & Operations Department or Hawthorne School's office.

Maintenance & Operations (M&O) employs a work order process enabling Hawthorne School to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and staff submit requests to the school's office manager who prepares and forwards an electronic work order to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff; general requests are typically addressed within two weeks.

Campus facilities are cleaned daily; one full-time day custodian, three full-time evening custodians, and one groundskeeper are assigned to Hawthorne School and work closely with the principal for routine maintenance, daily custodial duties, and preparation for special events. The principal and day custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the day custodian and school administrators inspect the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds. The day custodian is responsible for general custodial functions, supervision of evening custodians, and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The day custodian checks restrooms frequently throughout the day to ensure they are in sanitary condition and properly stocked. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities; daily duties include cleaning student desktops. Groundskeepers perform general gardening and maintenance work.

Hawthorne School works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. M&O performs a comprehensive school inspection every year during the summer months before classes begin in the fall. During the winter recess, M&O revisits the restrooms, classrooms, and common areas to evaluate the current condition of facilities and identify unsafe situations that require immediate resolution. Extensive and routine measures have been established by the district to ensure facilities remain in good working order at all times. The following measures have been established by M&O to ensure Hawthorne School remains safe and fully operational:

- The school's custodial manager checks restrooms on a rotational schedule throughout the school year to identify and report deficiencies.
- Work orders and corrective actions are prioritized based upon the severity and nature of circumstances. Unsafe conditions and poor air quality issues are quickly identified and immediately corrected. If a situation cannot be corrected quickly, it is "safed off" and remedied within a three-day period.
- In September of each year, a professional contractor inspects existing roofing systems and performs preventative maintenance. During the year, reported leaks are repaired in two days or less.
- Graffiti and property damage due to vandalism is addressed within a two-day period.

Schools are required by state law to report the condition of their facilities. M&O and Hawthorne School will begin inspections in compliance with

new requirements during the 2005-06 school year. The new School Site Inspection report will itemize the state-required inspection areas and require Hawthorne School to disclose the operational status in each of those areas.

### DEFERRED MAINTENANCE

Beverly Hills Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2004-05 school year, Hawthorne School received \$475 of deferred maintenance funds for general repairs.

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. Every student is given the opportunity to learn from their mistakes and correct unacceptable behavior. Discipline policies are viewed as a tool to help students make good choices and experience success in school.

Character education instruction and discipline models are based upon the district's character education program, the *Beverly Hills Way*, which is comprised of five components – respect, responsibility, integrity, caring, and citizenship – taught through the curriculum over a five-year period. Each year, one of the five character traits is emphasized in themed activities and class discussions. For K-5 students, behavioral traits are embedded in daily classroom lessons and referenced throughout the day in a variety of settings. Students participate in classroom discussions and skits about the *Beverly Hills Way* and when the behavior may be applied. All school staff encourage students to practice the *Beverly Hills Way* behavior while at school and at home.

Teachers have established grade-appropriate classroom management and incentive programs based on Hawthorne's School Standards & Behavior Plan to maintain an effective learning environment; parents and students are required to sign the plan's acknowledgement form to confirm receipt and understanding. School and classroom rules are posted in each classroom. At

### Suspensions & Expulsions

#### Hawthorne

|                 | 03-04 | 04-05 | 05-06 |
|-----------------|-------|-------|-------|
| Suspensions (#) | 44    | 54    | 41    |
| Suspensions (%) | 5.45% | 6.97% | 5.48% |
| Expulsions (#)  | 0     | 0     | 0     |
| Expulsions (%)  | 0.00% | 0.00% | 0.00% |

#### BHUSD

#### Elementary Schools

|                 | 03-04 | 04-05 | 05-06 |
|-----------------|-------|-------|-------|
| Suspensions (#) | 217   | 224   | 167   |
| Suspensions (%) | 7.14% | 7.54% | 5.67% |
| Expulsions (#)  | 1     | 0     | 0     |
| Expulsions (%)  | 0.03% | 0.00% | 0.00% |

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

the beginning of the school year, schoolwide assemblies and classroom presentations by school administrators are held to discuss school rules, safety procedures, consequences for poor behavior, and academic expectations. Parents are issued a Student Job Description which outlines parent responsibilities for setting standards for their children and encouraging good study skills. Students are reminded of their obligations to conduct themselves in a responsible, respectful manner as needed throughout the year.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship in the classroom. Students who continue to make poor choices in conduct are referred to school administrators; consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Responsible students may participate in the school's peer mediation program. The school counselor provides a two-day training program for participants, teaching students how to resolve minor playground issues and identify situations that require adult intervention. Peer mediators are responsible for setting an example and minimizing conflicts on the playground during recesses.

Hawthorne School's classroom and schoolwide recognition programs reinforce behaviors associated with the *Beverly Hills Way*. Students demonstrating good behavior and citizenship are given a Gold Card which may be redeemed at the end of the week for a prize drawing. Once a month, students who have maintained good citizenship are nominated by their teachers for Student of the Month; selected students are recognized at monthly assemblies and awarded a certificate. At the end of each semester, Aristonian Assemblies celebrate the academic accomplishments and outstanding citizenship of middle school students; recipients receive an Aristonian trophy and certificate. Middle school students who consistently maintain excellent behavior are eligible to participate in the annual outdoor education program.

### ENRICHMENT ACTIVITIES

Students are encouraged to participate in Hawthorne School's extracurricular activities as well as take advantage of city-sponsored programs. These activities promote positive attitudes, encourage achievement, and instill a sense of belonging among students. During lunch recess, students are invited to join the "Lunch Bunch" and play organized group games. Karate, chess, reading, and academic intervention programs are offered after school. The district sponsors after-school intramural sports programs for basketball, softball, volleyball, and soccer to promote teamwork and good sportsmanship.

### CLASS SIZE

Hawthorne School strives to maintain small class sizes for all grade levels and participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to 20 students or less. During the 2004-05 school year, 100% of K-3 classes at Hawthorne School participated in the CSR Program.

### Percentage of K-3 Classrooms Participating in the Class Size Reduction Program

| Grade | 2002-03 | 2003-04 | 2004-05 |
|-------|---------|---------|---------|
| K     | 100%    | 100%    | 100%    |
| 1     | 100%    | 100%    | 100%    |
| 2     | 100%    | 100%    | 100%    |
| 3     | 100%    | 100%    | 100%    |

The Class Size Distribution (grades K-5) and Teaching Load Distribution (grades 6-8) tables in this report illustrate the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

### Class Size Distribution Self-Contained Classes

#### 2002-03

| Grade | Avg. Class Size | Number of Classrooms |       |     |
|-------|-----------------|----------------------|-------|-----|
|       |                 | 1-20                 | 21-32 | 33+ |
| K     | 20.0            | 2                    |       |     |
| 1     | 20.0            | 4                    |       |     |
| 2     | 19.0            | 4                    |       |     |
| 3     | 20.0            | 5                    |       |     |
| 4     | 27.5            |                      | 4     |     |
| 5     | 27.3            |                      | 3     |     |

#### 2003-04

| Grade | Avg. Class Size | Number of Classrooms |       |     |
|-------|-----------------|----------------------|-------|-----|
|       |                 | 1-20                 | 21-32 | 33+ |
| K     | 19.0            | 2                    |       |     |
| 1     | 18.5            | 4                    |       |     |
| 2     | 18.8            | 4                    |       |     |
| 3     | 19.4            | 5                    |       |     |
| 4     | 27.3            |                      | 3     |     |
| 5     | 28.0            |                      | 3     |     |

#### 2004-05

| Grade | Avg. Class Size | Number of Classrooms |       |     |
|-------|-----------------|----------------------|-------|-----|
|       |                 | 1-20                 | 21-32 | 33+ |
| K     | 15.0            | 3                    |       |     |
| 1     | 18.7            | 3                    |       |     |
| 2     | 19.7            | 3                    |       |     |
| 3     | 18.6            | 5                    |       |     |
| 4     | 26.3            |                      | 3     |     |
| 5     | 27.0            |                      | 3     |     |

### Teaching Load Distribution Departmentalized Instruction (Grade 6-8)

#### 2002-03

| Subject        | Avg. Class Size | Number of Classrooms |       |     |
|----------------|-----------------|----------------------|-------|-----|
|                |                 | 1-20                 | 21-32 | 33+ |
| English        | 19.0            | 10                   | 17    |     |
| Math           | 22.5            | 5                    | 9     |     |
| Science        | 26.5            | 2                    | 12    |     |
| Social Science | 29.6            |                      | 7     | 1   |

#### 2003-04

| Subject        | Avg. Class Size | Number of Classrooms |       |     |
|----------------|-----------------|----------------------|-------|-----|
|                |                 | 1-20                 | 21-32 | 33+ |
| English        | 24.3            | 5                    | 15    |     |
| Math           | 24.8            | 3                    | 10    |     |
| Science        | 27.2            | 1                    | 13    |     |
| Social Science | 28.2            |                      | 12    |     |

#### 2004-05

| Subject        | Avg. Class Size | Number of Classrooms |       |     |
|----------------|-----------------|----------------------|-------|-----|
|                |                 | 1-20                 | 21-32 | 33+ |
| English        | 23.8            | 4                    | 13    |     |
| Math           | 25.1            | 3                    | 8     |     |
| Science        | 27.8            | 1                    | 12    |     |
| Social Science | 28.9            |                      | 11    |     |

## INSTRUCTIONAL TIME

During the 2004-05 school year, Hawthorne School offered 180 days of instruction. For grades 1-5, instructional days were comprised of 168 regular days and 12 minimum days which were used for parent conferences. Grades 6-8 were provided 164 regular day, 9 minimum days, and 7 late start days; minimum days were used for parent conferences and late start days provide time for teacher collaborate concerning middle school issues and instructional strategies.

All instructional minutes offered at Hawthorne School during the 2004-05 school year exceeded state requirements specified in the California Education Code. The table below is a comparison of the minutes offered compared to the state's instructional time requirements.

| Instructional Minutes |                 |             |
|-----------------------|-----------------|-------------|
| 2004-05               |                 |             |
| Grade Level           | Actual          | State       |
|                       | Minutes Offered | Requirement |
| K                     | 37,800          | 36,000      |
| 1-3                   | 50,400          | 50,400      |
| 4-5                   | 54,000          | 54,000      |
| 6-8                   | 68,580          | 54,000      |

## STUDENT ATTENDANCE

Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Hawthorne School's annual rate of attendance for the 2004-05 school year reached 97.37%. The annual attendance rate for all elementary schools in Beverly Hills Unified School District was 96.96%.

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based on the results of staff surveys, state assessment results, and administration/teacher input. During the 2004-05 school year, Hawthorne School staff held two site-based development days; activities were centered around student achievement and interventions.

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered by throughout the school year and over the summer break. District-sponsored training sessions offered during the 2004-05 school year included:

- Rubrics (ongoing)
- Power Standards (ongoing)
- Benchmark Assessments (ongoing)
- Standards-based Report Card for Elementary Grades (ongoing)
- Six Traits of Writing Series (elementary grades)
- Differentiated Instruction (elementary grades)

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers providing skills assistance

over a two-year period. The Peer Assistance and Review program is designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Principals encourage their teachers to attend professional workshops and conferences in their field of expertise. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Los Angeles County Office of Education. Long-term substitutes are invited to participate in district staff development activities. All instructional aides were included in the DART training and invited to special workshops emphasizing classroom management skills, content knowledge, and instructional strategies to improve their effectiveness when providing academic intervention and support. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

On November 16, 2004, at 7:00 p.m., Beverly Hills Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #2004-2005-013 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district office to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

### SCHOOL LEADERSHIP

Leadership at Hawthorne School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork between the principal and assistant principal ensures both curricular and operational components of

Hawthorne School function properly. The principal is responsible for day-to-day operations and the overall instructional program; the assistant principal shares many of the principal's responsibilities associated with running a successful school program.

As part of the principal's decision-making process, feedback, advice, and input from instructional staff through the leadership team and grade level teams are used to guide curricular programs. The school's leadership team is comprised of the principal, assistant principal, and grade level/subject area representatives. Once a month, the leadership team collaborates to identify ways to improve student learning, collaborate on best practices of instruction, identify staff development needs, and implement programs aligned to school goals and student achievement. During the 2004-05 school year, many of the Leadership team's efforts focused on developing professional learning communities (a strategic approach for schoolwide, collaborative staff development to ultimately increase student proficiency across the curriculum). Grade level and subject area representatives serve as a liaison between school administrators and their grade level/subject area teams.

The School Site Council (SSC) is comprised of administrators, teachers, and parents and meets once a month. The SSC is responsible for reviewing and approving the school site plan, the school safety plan, and annual budget. Council members serve as a liaison between the school and community.

### SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program.

### District Adopted Textbooks (Grades K-8)

| Year Adopted          | Publisher        | Series                                      | Grades |
|-----------------------|------------------|---|--------|
| <b>Math</b>           |                  |   |        |
| 2001                  | Houghton Mifflin | <i>Mathematics</i>                          | K-5    |
| 2001                  | McDougal Littell | <i>Mathematics: Concepts &amp; Skills</i>   | 6-8    |
| 2001                  | McDougal Littell | <i>Mathematics; Structure &amp; Method</i>  | 7-8    |
| <b>Language Arts</b>  |                  |   |        |
| 2002                  | Houghton Mifflin | <i>Complete Set</i>                         | K      |
| 2002                  | Houghton Mifflin | <i>Student Anthologies</i>                  | 1-5    |
| 2002                  | Prentice Hall    | <i>Timeless Voices, Timeless Themes</i>     | 6-8    |
| <b>Science</b>        |                  |   |        |
| 2001                  | Harcourt         | <i>Harcourt Science</i>                     | K-5    |
| 2001                  | Prentice Hall    | <i>Focus on Earth Science</i>               | 6      |
| 2001                  | Prentice Hall    | <i>Focus on Life Science</i>                | 7      |
| 2001                  | Prentice Hall    | <i>Focus on Physical Science</i>            | 8      |
| 2003                  | ETR Associates   | <i>Safe Choices</i>                         | 8      |
| <b>Social Science</b> |                  |   |        |
| 2001                  | Harcourt Brace   | <i>My World and My Kindergarten Program</i> | K      |
| 2001                  | Harcourt Brace   | <i>A Child's Place</i>                      | 1      |
| 2001                  | Harcourt Brace   | <i>Making a Difference</i>                  | 2      |
| 2001                  | Harcourt Brace   | <i>Communities</i>                          | 3      |
| 2001                  | Harcourt Brace   | <i>California</i>                           | 4      |
| 2001                  | Harcourt Brace   | <i>Early United States</i>                  | 5      |
| 2001                  | Houghton Mifflin | <i>A Message of Ancient Days</i>            | 4      |
| 2001                  | Houghton Mifflin | <i>Across the Centuries</i>                 | 7      |
| 2001                  | Houghton Mifflin | <i>A More Perfect Union</i>                 | 8      |

Hawthorne School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Students who regularly experience academic, social, or behavioral difficulty in the classroom are referred to a Student Study Team (SST). Each team is responsible for addressing barriers that affect the ability of a student to perform at his or her best in school, recommending intervention strategies/services to meet the child's unique needs, and subsequently evaluating progress and modifying instruction as needed over time. A variety of strategies are considered to help promote academic success and may include but are not limited to differentiated class instruction, small group instruction outside the general education environment with resource specialist staff, and/or counseling.

Hawthorne School's special education program is supported by highly qualified, caring staff. Five special education teachers and two special education aides provide full-day instruction in five special day classes. Two resource specialist teachers and two resource specialist aides provide individual and small group instruction for special education students either in their general education classroom or in the resource room. All special education students are mainstreamed as much as possible into the general education classroom and provided instruction in the least restrictive environment. Each student's curricular agenda is based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and coordinates specially-designed instruction based upon individual academic, social, and/or behavioral needs.

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English learners and are provided differentiated instruction in the general education classroom. One bilingual aide collaborates with general education teachers to support classroom instruction for English Learners; assistance is provided five days a week as a supplement to language arts instruction. EL students in grades 6-8 may be placed in an ELD course in lieu of an elective and as a supplement to their regular language arts class. ELD instruction for all grade levels focuses on language development, reading skills, vocabulary development, reteaching class lessons, and front-loading for future lessons. As students increase fluency in the English language, Hawthorne School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Hawthorne School offers a Gifted and Talented Education program for students in grades 4-8 who have been recognized as high achievers by their teachers and through district testing. GATE students in grades 4-5 receive differentiated instruction by their class teachers; GATE students in grades 6-8 are placed in honors or advanced classes. Students are invited to participate in district-sponsored educational field trips and GATE workshops held after school, on weekends, or during regular school hours.

Hawthorne Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. A recommendation for student participation in one or more of Hawthorne Elementary's intervention

### Teacher Credentials & Assignments

|   | Hawthorne |       |       | BHUSD |       |       |
|---|-----------|-------|-------|-------|-------|-------|
|   | 02-03     | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 |
| Total Teachers                                  | 52        | 47    | 45    | 298   | 290   | 283   |
| Teachers with Full Credential                   | 47        | 43    | 44    | 272   | 278   | 275   |
| Teachers without Full Credential                | 5         | 2     | 1     | 26    | 12    | 8     |
| Teachers in Alternative Routes to Certification | 1         | 1     | 1     | 1     | 4     | 5     |
| Pre-Internship                                  | 0         | 0     | 0     | 0     | 0     | 0     |
| Teachers with Emergency Permits                 | 4         | 1     | 1     | 28    | 8     | 3     |
| Teachers with Waivers                           | 0         | 0     | 0     | 1     | 0     | 0     |
| Teachers Teaching Outside Subject Area          | *         | 1     | 1     | *     | 9     | 9     |
| Teacher Misassignments - Total                  | 0         | 0     | 0     | 0     | 0     | 0     |
| Other Misassignments of Certificated Staff      | 0         | 0     | 0     | 0     | 0     | 0     |
| Teacher Misassignments for English Learners     | 0         | 0     | 0     | 0     | 0     | 0     |
| Teacher Vacancies                               | 0         | 0     | 0     | 0     | 0     | 0     |

\*Data unavailable at the time this report was published.

### Percentage of Core Classes:

|                   | 2004-05                           |                                       |
|-------------------|-----------------------------------|---------------------------------------|
|                   | Taught by NCLB-Compliant Teachers | Not Taught by NCLB-Compliant Teachers |
| Hawthorne         | 92.2                              | 7.8                                   |
| District Totals   | 94.4                              | 5.6                                   |
| High-Poverty Sch. | 0.0                               | 0.0                                   |
| Low-Poverty Sch.  | 94.4                              | 5.6                                   |

### Teacher Education Levels

|  | 2004-05     |         |
|--|-------------|---------|
|  | Hawthorne % | BHUSD % |
| Doctorate  | 0.0         | 1.8     |
| Master's Degree plus 30 or more semester hours   | 31.1        | 36.0    |
| Master's Degree                                  | 22.2        | 22.3    |
| Bachelor's Degree plus 30 or more semester hours | 42.2        | 332.0   |
| Bachelor's Degree                                | 4.4         | 6.7     |
| Less than a Bachelor's Degree                    | 0.0         | 0.0     |

programs typically comes from by the Student Study Team, instructional staff/teachers, or the student's parent based upon classroom performance or state/district assessment results. Intervention strategies may include:

- Math Mentors - after-school tutoring twice a week for 90 minutes a day. Specially trained high school students provide tutoring to sixth grade students who need additional instruction to reach grade level proficiency standards.
- After-school tutoring provided by Maple Center volunteers. Services may be recommended by school staff and parents coordinate sessions directly with the center.
- Reading Plus: students in seventh and eighth grade scoring at the Basic level or below on state reading assessments are required to enroll in Reading Plus in lieu of an elective. Students are tested at the end of each trimester and must score at the proficient or advanced level to exit the elective course.
- English Learners: students who need additional assistance in acquiring the English language may receive tutoring assistance from certificated staff. Instruction is based upon student's individual learning and fluency levels.
- Reading/Study Buddies: responsible middle school students may use their elective or study hall period to volunteer to provide tutoring for elementary grade students. Teachers make arrangements with middle school students for tutoring sessions which take place during elementary language arts time.
- Third Grade Intervention: four certificated teachers provide before- and after-school tutoring for students who require additional instruction in language arts to meet proficiency standards. Tutoring is provided five days a week for 60 minutes a day. Students may exit the intervention program upon scoring at the proficient or advanced level on state assessments.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Hawthorne School recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, the school employed 44 fully credentialed teachers.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

### TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Beverly Hills Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are formally evaluated annually, permanent (tenured) teachers are evaluated once every two years. Evaluations begin with a preconference followed by the preparation of a professional assessment plan and a formal classroom observation and evaluation; the evaluation process is concluded with a post-conference feedback session between the

teacher and evaluator. Evaluations are conducted by the principal or assistant principal who has been trained and certified for competency to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to develop a needs improvement plan. Corrective measures in the needs improvement plan may include ongoing participation in BTSAs, referral to the Peer Assistance and Review Program (PAR), or participation in additional staff development. Teachers may discontinue needs improvement obligations when a "satisfactory" rating is acquired in future evaluations.

#### SUBSTITUTE TEACHERS

Beverly Hills Unified School District had a pool of 125 qualified substitute teachers during the 2004-05 school year. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Hawthorne School rarely has difficulty in obtaining a qualified substitute teacher from the district's pool. In the event a substitute teacher is not available for an absent teacher, the principal or other available certificated personnel will fill the role of the substitute.

#### SUPPORT SERVICES STAFF

Support service staff consists of school counselors, psychologists, and nurses. This expert team of support service staff, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

#### Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

|                         | No. of Staff | FTE* |
|-------------------------|--------------|------|
| Counselor               | 1            | 0.5  |
| School Resource Officer | 1            | 1.0  |
| Psychologist            | 1            | 1.0  |
| School Nurse            | 1            | 0.2  |
| Health Technician       | 1            | 0.5  |

\*Full-time Equivalent

School counselors provide academic guidance, conduct classroom visits to discuss social issues and conflict resolution, and identify and resolve diverse issues interfering with a student's ability to learn and succeed in school. The school resource officer meets with fifth and eighth grade students throughout the school year, teaching students how to resist peer pressure and live productive drug and violence-free lives (DARE - Drug Abuse Resistance Education).

Hawthorne School welcomes volunteers from the city's Maple Center, a regional counseling center, that sponsors activities with the students and discussions on social and conflict resolution skills. School psychologists are available to assist with academic, social, and emotional issues as well as provide needed psycho-educational assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). School nurses conduct health screening programs; health technicians provide basic first aid.

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

|  | Salary Comparison<br>2004-05 |   |
|--|------------------------------|---|
|  | BHUSD                        | State Average of<br>Districts in Same<br>Category |
| Beginning Teacher Salary                     | \$40,153                     | \$37,730  |
| Mid-Range Teacher Salary                     | \$62,825                     | \$59,397  |
| Highest Teacher Salary                       | \$73,073                     | \$72,979  |
| Average Principal Salaries:                  |                              |   |
| Elementary School                            | \$106,559                    | \$90,266  |
| High School                                  | \$117,715                    | \$103,395   |
| Superintendent Salary                        | \$150,000                    | \$143,489   |
| Percentage of General Fund Expenditures For: |                              |   |
| Teacher Salaries                             | 39.5%                        | 41.5%   |
| Administrative Salaries                      | 4.4%                         | 5.6%  |

### EXPENDITURES PER STUDENT

For the 2004-05 school year, Beverly Hills Unified School District spent an average of \$8,518 of total general funds to educate each student (based on 2004-05 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

| Expenditures Per Pupil            | Current Expense of Education per Pupil<br>2004-05 |          |  |   |  |
|-----------------------------------|---|----------|--|---|--|
|                                   | Dollars Spent per Student                         |          |  |   |  |
|                                   | Hawthorne   | BHUSD    | % Difference -<br>School and<br>District | State Average for<br>Districts of Same<br>Size & Type | % Difference -<br>School Site and<br>State |
| ADA (Average Daily Attendance)    | 726   | 5,101    |  |   |  |
| Total Restricted and Unrestricted | \$6,198   | \$9,721  | 63.8%                                    | N/A   | N/A  |
| Restricted (Supplemental)         | \$236   | \$3,059  | 7.7%                                     | N/A   | N/A  |
| Unrestricted (Basic)              | \$5,963   | \$6,662  | 89.5%                                    | \$4,743   | 125.7%                                     |
| Average Teacher Salary            | \$62,033  | \$69,131 | 89.7%                                    | \$63,694  | 97.4%                                      |

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received approximately \$4,213 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Class Size Reduction (federal and state)
- Peer Assistance & Review
- Economic Impact Aid
- Eisenhower Math & Science
- Gifted & Talented Education
- Innovative Strategies (Title VI)
- Instructional Materials
- Safe and Drug Free Schools (Title IV)
- Special Education
- School Library Block Grant
- School Improvement Program
- Tenth Grade Counseling
- Title I
- Title III
- Title V
- Tobacco Use Prevention Education (TUPE)